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FISCAL IMPACT REPORT

ORIGINAL DATE 2/20/2007

SPONSOR Griego LAST UPDATED _____ HB _____

SHORT TITLE Luna College High School Reading Program SB 1123

ANALYST McOlash

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY07	FY08		
	\$750.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Higher Education Department (HED)

Public Education Department (PED)

SUMMARY

Synopsis of Bill

Senate Bill 1123 appropriates \$750,000 from the General Fund to HED for expenditure in FY 2008 for Luna Community College (LCC) to develop and implement a Cross Roads Academy program that offers developmental reading to high school sophomores at Mora, Springer, and Santa Rosa High Schools.

FISCAL IMPLICATIONS

The appropriation of \$750,000 contained in this bill is a recurring expense to the General Fund. Any unexpended or unencumbered balance remaining at the end of FY 2008 shall revert to the General Fund.

SIGNIFICANT ISSUES

The PED analysis indicates that through the “cross roads academy,” Luna Community College hopes to build a bridge program to facilitate the transition process for students between high school and college. The “academy” has two components targeting skills development in reading

and English for two different populations: the first focuses on high school cohort groups, many of whom are special education students enrolled in a career pathway culminating in a postsecondary certificate, and the second focuses on GED students who are near completion and are desirous of entering college. The tuition for such refresher courses, which also may earn dual credit, are waived for students up to a maximum of two courses and/or as provided in respective articulation agreements. The high schools specified in this bill constitute the college's satellite sites participating in the pilot.

The college has been offering remedial and refresher developmental reading courses to its first-year students and dual credit-enrolled high school students in the hope of increasing their chances at academic success, and increasing its postsecondary recruitment, retention and completion rates.

Funding would be used to provide (HED Analysis, 2/15/2007):

1. instructors in the high schools (adjunct and full-time faculty at LCC);
2. additional tutors for those students who may need more assistance;
3. training to build a cohesive model for instructors;
4. travel reimbursements to instructors;
5. curriculum development;
6. technology-based resources, such as, computers, software;
7. technical support to be set up in the participating high schools; and
8. placement diagnostic tools and diagnostic tools to determine learning disabilities and follow-up strategies.

Schools that are being targeted to participate in the pilot program do not currently provide remedial courses to college-bound students. These remedial courses would be integrated in the high school curriculum and would require approximately four hours of instruction/week per course.

This request was not submitted by LCC to HED for review and is not included in the Department's funding recommendation for FY08.

OTHER SUBSTANTIVE ISSUES

The concept of a "Cross Roads Academy" is not entirely clear and SB 1123 provides no elaboration. It could be one of a number of formal programs including a Crossroads Academy based upon the writings of Stephen R. Covey.

About five years ago, two California educators were "experimenting" with the concepts in Stephen R. Covey's "The 7 Habits of Highly Effective People." Impressed by strategies they learned from the book, they realized that teenagers could benefit from its principles. Thus was born the idea that led to a highly successful course called "Crossroads," originally taught only at Mar Vista High School in Imperial Beach, near San Diego.

The course, which ninth-grade students can take for one or two semesters, helps them make the transition to high school and provides them with improved decision-making and study skills. It also teaches them how to establish positive relationships with peers and adults. Students receive a copy of "The 7 Habits of Highly Effective Teens" as well as the companion workbook; they

keep a Crossroads portfolio and attend field trips to college campuses to encourage strategic thinking about their futures.

Crossroads focuses a lot on character development named from Habit #2—‘Begin with the end in mind.’ Students are at the point where they can go in any direction they choose. Crossroads provides them with options. It gets them to think about where they want to be.

BM/nt